DOCUMENT RESUME

ED 151 129 32 RC 010 392

TITLE	Oregon Title I Migrant Education Identification and Recruitment Handbook.
INSTITUTION	Oregon State Dept. of Education, Salem. Compensatory Education Section.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	Sep 77
NOTE	37p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Advisory Committees; Community Resources; Computer Oriented Programs; Definitions; Enrollment; *Identification; *Migrant Education; *On Line Systems; *Parent Participation; Records (Forms); Student Records; *Student Recruitment
IDENTIFIERS	*Migrant Student Record Transfer System; *Oregon

ABSTRACT

Intended to aid in the identification and recruitment of eligible migrant children into ongoing Title I, Migrant Education programs, the handbook presents information on Oregon's policy on identifying and recruiting migrants; the function and purpose of identification and recruitment; definition of migrant student; HEW Federal definitions; acceptable agricultural and fishing activities and employment; certificate of student eligibility; the role of the home-school consultant; the process of identification and recruitment; enrollment reporting; and the enrollment procedure form. Examples submitted by home-school consultants for locating migrant children, interviewing migrant parents, and documenting the information are included. The handbook also includes sub-sections that refer to effective parental involvement and the mechanics of the Migrant Student Record Transfer System (MSRTS), a nationwide system. These sub-sections cover the State policy on the MSRTS; purpose, function and cycle overview of MSRTS; the State policy on parental and school involvement; function and purpose of parental and school involvement; the role of State and local advisory committees; and practical steps and suggested activities for parental involvement. Also included are an example of a medical sheet in both English and Spanish, a list of community resources available to parents, and a list of members of the State Advisory Committee. (NQ)

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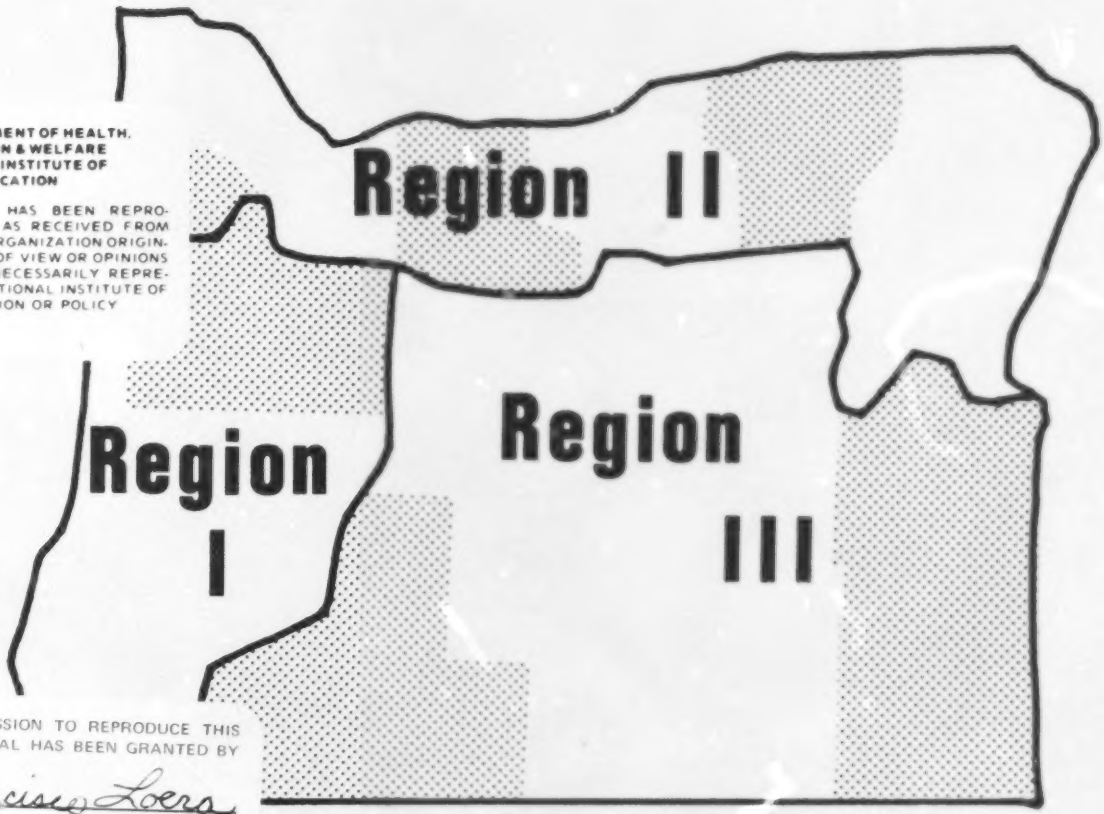
OREGON TITLE I MIGRANT EDUCATION

Identification And Recruitment Handbook



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OREGON MIGRANT EDUCATION
Cosechas De Esperanza
HARVESTS OF HOPE

September 1977

RC010392

Prepared

By

The Migrant Education Service Center
3000 Market St. N.E., Suite No. 316
Salem, Oregon 97301
Phone: 378-6853

Francisco Loera, Supervisor, Regional Consultant
Alfredo Lugo, Regional Consultant
Elton Minkler, Regional Consultant

September 1977

Acknowledgements

Special acknowledgement is given to the following participants who made this handbook possible. Their input is based on many years of direct experience with migrant education programs throughout Oregon.

Paula Alvarez, Area Director
Alicia Arguello, Home School Consultant
José D. Garcia, Migrant Education Coord.
Lee Garcia, Principal
Tina Garcia, Coordinator
Leticia Gonzalez, Typist
Ramon Gonzalez, Area Director
William Hesse, Area Director
David Hunt, Coordinator
Lawrence Larsen, Area Director
John Little, Area Director
Francisco Loera, Supervisor
Alfredo Lugo, Regional Consultant
Louis Marquez, Home School Consultant
William Ousterhout, Area Director
Barbara Parks, Home School Consultant
Senaida Perez, Terminal Operator
Evangelina Sanchez, Home School Consultant
Dan Santos, Area Director
William Savard, Evaluator
Yolanda Tavera, Home School Consultant
Felipe Veloz, Program Director-EOSC
Judy Weber, Res. Teacher-H.S. Consultant
Maureen Williams, Terminal Operator

Foreword

For many years, migrant farmworkers have silently travelled this nation's roads to harvest its crops. This migration - interstate and intrastate - has been a major factor depriving them of the continuity of services critical to success in education to survive in our present economy.

A major breakthrough occurred with the passage of the Migrant Amendment to the Elementary and Secondary Education Act in 1966. For the first time, federal funds were earmarked for educational services to migrant children. Public Law 93-380 expanded the definition of agricultural migrant to include fishing and/or related activities.

This handbook was developed in the interest of having uniformity in Oregon in the area of identification and recruitment of eligible migrant children.

It is hoped that this handbook will be helpful to staff members whose full or part-time duty is to identify and recruit eligible youngsters into ongoing Title I, Migrant Education programs.

The handbook also includes sub-sections that refer to effective parental involvement and the mechanics of the Migrant Student Record Transfer System.

José D. Garcia
Migrant Education Coordinator

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TITLE I MIGRANT EDUCATION
OREGON POLICY

FUNCTION I – IDENTIFICATION AND RECRUITMENT

THE STATE DEPARTMENT OF EDUCATION STATE COORDINATOR OF MIGRANT EDUCATION WILL BE RESPONSIBLE FOR THE IDENTIFICATION OF ALL AREAS IN THE STATE IN WHICH THERE IS A SUFFICIENT CONCENTRATION OF MIGRANT STUDENTS TO JUSTIFY THE PLANNING AND IMPLEMENTATION OF TITLE I-M INSTRUCTIONAL PROGRAMS. HE WILL PROVIDE TECHNICAL ASSISTANCE AND RESOURCES TO THE CONTRACTED PUBLIC AGENCY WHICH WILL BE RESPONSIBLE FOR IDENTIFICATION AND RECRUITMENT OF ALL STUDENTS IN THAT AREA WHO ARE ELIGIBLE TO PARTICIPATE IN TITLE I-M PROGRAMS.

NO PUBLIC AGENCY WILL BE ALLOCATED TITLE I-M FUNDS TO INITIATE OR CONTINUE TITLE I-M INSTRUCTION PROGRAMS UNLESS THAT AGENCY CAN PROVIDE EVIDENCE OF A COMPREHENSIVE AND EFFECTIVE PLAN, AND COMMITMENT TO, THE IDENTIFICATION AND RECRUITMENT OF STUDENTS ELIGIBLE TO PARTICIPATE IN TITLE I-M PROGRAMS.

IDENTIFICATION AND RECRUITMENT

A. Function

The Migrant Education area coordinator will be responsible for the process of identification of migrant children in the area. The location of the children and verification of eligibility will normally be the responsibility of the home school consultant or other assigned staff who will work under the area coordinator's direction.

B. Purpose

The purpose is to provide a process to insure that all eligible migrant students are aware of the opportunity to participate in the area's migrant education programs. Funding for programs depends on the total numbers of migrant students identified and recruited; the availability of educational programs for migrant children is highly dependent upon efficient identification and recruitment processes.

DEFINITION OF A MIGRANT STUDENT

A migratory child of a migratory agricultural and/or fishing industry worker is a child who has moved with his family from one school district to another during the past year, in order that the parent or other members of his immediate family might secure employment in the areas of agriculture or fishing.

> "'Agricultural activity' means any activity related to crop production, including but not limited to soil preparation and storage, curing, canning, or freezing of cultivated crops. Activities on farms or ranches related to the production and processing of milk, poultry, livestock (for human consumption) and fish are also considered to be agricultural activities. Under the foregoing definition, cutting, transporting and sawing of timber are not considered to be agricultural activities. Operations involved in forest nurseries and fish farms, however, are considered to be agricultural activities.
>
> 'Fishing activity' means any activity directly related to the raising and catching of fish and shellfish from streams, lakes, or oceans, and to the processing of such fish for initial distribution through commercial market channels."[1]

INTERSTATE MIGRANT: A child who has moved with a parent, guardian, or member of the immediate family, from one state to another within the past 12 months in order that the parent or guardian might secure temporary or seasonal employment in the areas of agriculture or fishing, is classified as an INTERstate Migrant.

INTRASTATE MIGRANT: A child who has moved with a parent, guardian, or member of the immediate family, from one school district boundary to another **within** the state during the past 12 months, so that the parent or guardian might secure temporary or seasonal employment in the areas of agriculture or fishing, is classified as an INTRAstate Migrant.

FIVE-YEAR MIGRANT: Should a family meeting either of the above conditions decide not to continue to travel, but to settle in a given community, a child in such a family may be considered eligible to participate in projects funded under Public Law 89-750, for a period of five years, with the written consent of the parents.

On the transfer form, in the Migrant Status Section, please indicate an Interstate Agricultural Migrant with a "1", an Intrastate Agricultural Migrant with a "2". Five-year or Settled Agricultural Migrants should be indicated with a "3".

A "4" should be used to indicate an Interstate Migrant of the fishing industries, a "5" for the Intrastate Migrant of the fishing industries, and a "6" for the Five-year or Settled Migrant of the fishing industries.

[1]Federal Register, Volume 40, number 131 Tuesday, July 8, 1975 Section 116d 2 Definitions.

EL NIÑO MIGRANTE: UNA DEFINICION

Un niño que se ha mudado con su familia, o con alguien responsable a él de un distrito escolar a otro, durante el año escolar, con el propósito de obtener empleo en actividades agrícolas, el igual que en la industria pesquera, se clasifica Niño Migrante.

> 'Actividades migratorias agrícolas' significa cualquier actividad relacionada a la producción de cocechas agrícolas incluyendo preparación de tierras, trabajo en las bodegas, canerías y cuartos conjeladores. Asi también como trabajo en las granjas, ranchos y haciendas, cuyo proceso de trabajo se relaciona con actividades de lechería, ganadería, pescadería y granjas gallineras, para el consumo humano. Bajo esta definición no se incluyen las actividades en acerraderos, corte de pinos, y molinos de madera.

MIGRANTE ENTRE ESTADOS: Un niño que se ha mudado con sus padres o un guardián de un estado para otro, dentro del año (12 meses), por causa que su familia haya asegurado empleo en los areas de agricultura o pescadería, es clasificado un Migrante Entre Estados.

MIGRANTE DENTRO DEL ESTADO: Un niño que se ha mudado con sus padres o un guardián de un distrito escolar a otro, dentro del año (12 meses), por causa que su familia haya asegurado empleo en los areas de agricultura o pescadería, es clasificado un Migrante Dentro del Estado.

MIGRANTE ESTABLECIDO: Un niño de una familia ya determinada migrante, puede ser eligible para participar en proyectos bajo la ley (Public Law 93-380) por cinco años siempre y cuando sus padres concedan el permiso. El certificado de eligibilidad debe ser firmado por sus padres. Los mismos servicios educacionales que se les ofrece a niños migrantes entre estado, o niños migrantes dentro del estado, se les ofrece al niño migrante establecido.

Forma para Trasladar Registros:

En la forma designada para trasladar registros de niños migratorios, se debe indicar Migrantes Entre Estados con el numero "1", para Migrantes Dentro del Estado con el numero "2", y para niños determinados Migrantes Establecidos se debe indicar el numero "3". (SOLAMENTE RELATIVO A LA AREA DE AGRICULTURA).

En la misma forma se debe indicar para Migrantes Entre Estados el numero "4", para Migrantes Dentro del Estado el numero "5", y para niños determinados Migrantes Establecidos se debe indicar el numero "6". (SOLAMENTE RELATIVO A LA AREA DE PESCADERIA).

116d.2 Definitions.

"Agricultural activity" means: (a) Any activity related to crop production (including preparing soil and storing, curing, canning or freezing of crops); (b) Any activity related to the production and processing of milk, poultry, and livestock (for human consumption); and (c) Any operation involved in forest nurseries and fish farms. The term does not include cutting, transporting, and sawing of timber.

(20 U.S.C. 241c-2)

"Concurrently migratory child" means a child (a) Whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has within the past twelve months moved from one school district into another (or, in a State comprising a single school district has moved from one school administrative area into another) in order to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

(20 U.S.C. 241c-2)

"Day care services" means services: (a) Provided outside the home and during the day for the purpose of custodial care of children and infants; and (b) Which satisfy applicable State law standards governing and provision of these services.

"Fishing activity" means any activity directly related to the catching and processing of fish and shellfish either for initial distribution through commercial market channels or as a primary means of personal subsistence.

(20 U.S.C. 241c-2)

"Formerly migratory child" means a child defined by section 122 (a) (3) of the Act. That section provides that: "With the concurrence of his parents, a migratory child of a migratory agricultural worker or migratory fisherman shall be deemed to continue to be such a child for a period, not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this part." The term "area" in the prescribed geographic area over which a local educational agency or combination of such agencies exercises administrative control or direction. Any child is considered to reside within the "area served" referred to in the statutory language of section 122 (a) (3) quoted in this definition, if that child: (a) Otherwise satisfies the definition of section 122 (a) (3), and (b) Resides in an "area" as defined in the preceding sentence within which any currently or formerly migratory children are being served by a project, as defined in this section.

(20 U.S.C. 241c-2 (a) (3).)

"Guardian" means: (a) A person who has been appointed the legal guardian of a migratory child through formal proceedings in accordance with State law; (b) A person who the State agency finds would be appointed to be the legal guardian of a migratory child under the law of the child's domiciliary State if formal guardianship proceedings were undertaken; or (c) A person standing in place of a parent to the child.

(20 U.S.C. 241c-2)

"Migratory agricultural worker" means a person who has within the past twelve months, moved from one school district to another (or, in a State that comprises a single school district, from one school administrative area to another) in order to enable the person to obtain temporary or seasonal employment in an agricultural activity.

(20 U.S.C. 241c-2)

"Migratory fisherman" means a person who has within the past twelve months, moved from one school district to another (or, in a State that comprises a single school district, from one school administrative area to another) in order to enable the person to obtain temporary or seasonal employment in a fishing activity as defined in this section.

(20 U.S.C. 241c-2; Sen. Rept. No. 93-1026, pp. 142-143 (1974).)

"Project" means an activity or set of activities: (a) Which consists of instructional services or supporting services provided under §116d.38, or both; (b) Which is provided under this part to migratory children in a particular area within a State by a State educational agency, either directly or through a local educational agency; and (c) Which is designed to meet the purposes of the applicable State program as defined in this section.

(20 U.S.C. 241c-2)

"State program" means the overall plan for services, activities, personnel and materials set forth in a State application for a grant under this part to meet the special educational needs of migratory children of migratory agricultural workers and migratory fishermen.

(20 U.S.C. 241c-2)

Examples Of

Acceptable Agricultural And Fishing Activities Related To This Definition Are:

- Orchard activities related to fruit and nut trees and vines including sorting and picking. Example: apples, pears, plums, prunes, cherries, peaches, walnuts, and filberts.

- Farm activities related to field crops such as hops, sugar beets, onions, potatoes, asparagus, beans, peas, alfalfa, peanuts, etc.

- Farm activities related to the production of vegetables including sorting, freezing, storage, curing and canning.

- Farm activities related to the production and processing of milk, poultry, livestock (for human consumption). (Non-farm based commercial dairies are **not** acceptable.)

- Farm or ranch activities related to the production of livestock production for human consumption. (Must be located on the farm or ranch).

- Farm activities related to horticultural crops such as bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds, and sod crops.

Farm activities related to soil preparation and irrigation.

Tree Farm – Forest nurseries, tree planning are considered to be agricultural activities.

Fish Farm – Are considered to be agricultural activities.

Not Eligible: Forestry activities - cutting, transporting and sawing of timber are not considered to be agricultural activities.

Points To Remember

- Mobility of parents alone does not constitute a child's eligibility. In order to qualify, a child must move **with** a parent or guardian or member of the immediate family in order for that person to seek agricultural employment.

- When a migrant family has ceased to move, the children are eligible for program up to six (6) years after the last agricultural movement date. (e.g.) A family moved to Gervais, Oregon from Texas on July 10, 1973 for agricultural employment purposes. They have been living in the same community since then. Those children would be eligible for ESEA Title I Migrant Education programs until July 10, 1979.

- Tenant farm families are traditionally mobile, staying only one or two seasons in an area. If a tenant farm family is involved in a legal agricultural activity and possesses a history of mobility we may consider them migrant.

For further information write or call:
Migrant Education Coordinator, Department of Education
942 Lancaster Drive N.E., Salem, Oregon 97310
Phone: (503) 378-3601

EMPLOYMENT EXAMPLES

The following model will assist you in clarifying major points of guideline interpretation.

EMPLOYMENT EXAMPLE	Legality Under Guidelines	
	ACCEPTABLE	UNACCEPTABLE
Leo's Landing Fresh Seafoods Salem		Commercial not considered fish farm.
Trout Farm Medford	Fish farms are considered to be agricultural activities.	
Seasonal fishing on Oregon Coast and Alaska	Family moves to secure temporary or seasonal employment.	
Forest Nurseries	Forest nurseries are considered to be agricultural activities.	
Boise Cascade Corporation Salem		Cutting, transporting and surveying of timber are not considered to be agricultural activities.
Cannon R & W Co. Poultry Farm Salem	Poultry is considered to be agricultural activities.	
Amalgamated Sugar Factory Nyssa	This operation is year around and seasonal.	
American Fine Food Corn Factory Nyssa	This operation is seasonal.	

EMPLOYMENT EXAMPLE	Legality Under Guidelines	
	ACCEPTABLE	UNACCEPTABLE
Carnation Company Salem		Commercial dairy not located on a farm is not permissible.
Mallaries Silverton	This dairy operation is located on a farm.	
Knolview Nursery & Farms Inc. Woodburn	This nursery operation is seasonal on fruit trees & horticultural activity & also year around activities	
Lancaster Garden Center & Florist 3 Salem		Not considered agricultural.
Logging Industry Oregon		Not considered agricultural.
CNB Feed Lot Butter Creek Road Hermiston	This operation is year around & seasonal.	
Castle-Mushroom Farm Salem	This farm operates year around & seasonal period during the summer.	
Simplot Potato-processing Plants Nyssa & Hermiston	This operation is year around and seasonal.	

Migrant Education Service Center

3000 Market Street N.E., Suite #316
Salem, Oregon 97301
Telephone: (503) 378-6853

Certificate of Student Eligibility

☐...Day Care
☐..Preschool
☐.Elementary
☐...Jr. High
☐High School

1. County _____ School District _____ School _____ School Year FY ____-____

2. Classification or Migratory Status:
   Agriculture ( ) Interstate ( ) Intrastate ( ) Formerly Migratory
   Fishing ( ) Interstate ( ) Intrastate ( ) Formerly Migratory

3. Home Base City and State:

   _____
   (City) (State)

4. NAME(S) OF CHILDREN ENROLLING IN ABOVE STATED SCHOOL

STUDENT NO.	MNE	LAST NAME	FIRST NAME	M.I.	SEX	BIRTH DATE MO.	DAY	YR.	GRADE	PLACE OF BIRTH CITY/STATE	LAST SCHOOL ATTENDED NAME CITY STATE

5. Names of Parent(s) or Guardian(s): (Please indicate with a "F" or "G")

   _____

6. Student(s) Current Address (Home):

   _____
   (Street) (City) (State)

7. Last Address:

   _____
   (Street) (City) (State)

8. Date of Arrival in this School District.

   _____

9. Health Data: (INDICATE CLEARLY BETWEEN "DO" OR "DO NOT")
   I (do, do not) authorize my child or children to receive health services and dental services offered by the Title I Migrant Program.
   I (do, do not) authorize my child or children to be taken to the doctor for treatment in the case of an emergency.
   I (do, do not) authorize the release of my child's or childrens' health records for purposes of receiving Title I Migrant services.

10. Parent(s) or Guardian(s) Permission:
    I (do, do not) authorize my child or children to participate in field trips.
    I (do, do not) grant permission for my child or children to participate in this program.
    I (do, do not) authorize the release of my child's or childrens' school records for the purpose of receiving Title I Migrant benefits.

The Migrant Student Record transfer System has been explained and is understood by me. I know that my child's or childrens' records will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools in which my child or children intend to enroll. ( )Yes ( )No

Se me ha explicado y ya entiendo el Sistema Uniforme de Registro Traslado de Estudiantes Migratorios. Si yo deseo, sé que el registro de mi (s) niño (s) estará a mi disposición para revisarlo o para obtenerlo. Además de eso, entiendo muy bién que este registro será traslado o enviado a otras escuelas a las cuales mi(s) niño(s) desea(n) asistir. ( )SÍ ( )No

_____
(Date) (Signature of Parent or Guardian)

_____
Signature of School Representative initiating this enrollment and verifying migrant status of above student.

15 16

ROLE OF HOME-SCHOOL CONSULTANT

A very important component of the migrant education projects is the development of open communications between the school and the migrant families. The home-school consultant plays a primary role in developing this level of communication. It is recommended that all projects have available the services of a well trained home-school consultant, either on a full-time or part-time basis.

Following is a statement of the recommended duties and responsibilities of a home-school consultant. The services provided by the Title I, Migrant home-school consultant does not exempt the school from its responsibility of providing the migrant students general counseling services equal to those provided other students in the district.

Duties and Responsibilities of the Home-School Consultant

The home-school consultant's role is not only to represent the school to the target group students and parents but, even more importantly, to represent the student and his/her parents to the school. For this reason it is necessary that the consultant be given considerable freedom to function as he/she feels will best serve the needs and interests of the students.

He/she must be given the freedom to operate as a free agent with whom the target group can confide, and he/she must be allowed to treat as privileged information those things related to him/her by the target group students and their parents. He/she must have the integrity and judgment to exercise this freedom and these privileges in a manner that will not jeopardize the administration of the school.

The consultant must have a knowledge and understanding of the experiences, working and living conditions, language, and culture of the migrant society. A determined effort should be made to recruit qualified consultants who have experienced the life of the migratory farm worker.

General Assignments

The home-school consultant will:

1. Establish lines of positive communication with growers, camp owners and managers, and all people who can provide information concerning the temporary or permanent residence of the target group families.

2. Became knowledgeable of the school's philosophy, curriculum, activities and support services, and assist the district staff in determining to what extent these should be modified to meet the needs of the target group students.

3. Determine what agencies, services, organizations, businesses and industries in the community can provide supportive services that will assist the school in meeting the needs of the target group students. He will open lines of communication within the triad of school, community, and target group.

4. Plan and implement in-service programs involving school staff members, assisting them in recognizing and understanding the collective and individual needs of the target group students, and in developing programs and services necessary to accommodate those needs.

5. Counsel with students and parents to identify and recommend to the school personnel solutions for the educational needs of the target group.

Specific Assignments

The home-school consultant will:

1. Through persuasion rather than implied compulsion, recruit school-age migrant children for enrollment.

2. Work with students and parents to encourage regular attendance and discourage truancy.

3. Upon obtaining permission, recruit in migrant labor camps.

4. Work with school personnel to make the student's first exposure to the school a positive, nonthreatening experience.

5. Keep school administrators and transportation personnel advised of needed additional transportation services for the migrant students.

6. Advise school administrators of projected crop conditions, labor demands and number of migrant

families anticipated by growers, contractors and camp managers for the current year.

7. Provide the school administrators with the names of the migrant children who should be provided free hot lunches.

8. Through a cooperative effort of school and community resources, assure that the target group students have adequate clothing.

9. Serve as interpreter at parent-teacher conferences when qualified instructional aides or other personnel are not available.

10. In the absence of other designated personnel, and after receiving proper authorization, attend to such emergencies as taking students to the doctor, dentist, home, etc.

11. Encourage target group parents to visit school and participate in school-sponsored activities.

12. Obtain information necessary to complete school personnel record form.

13. Encourage and assist the school staff members in planning social activities that will involve members of the target group.

14. Keep a log of daily activities.

15. Train aides to assist in school-home liaison.

16. Keep well informed of all services available to the target group such as day care, preschool, adult education, vocational training, health, welfare, etc.

17. Develop a working knowledge of school law.

PROCESS OF IDENTIFICATION AND RECRUITMENT

A. Approaching the Community

Before identification and recruitment can be conducted in any community, certain lines of communications must be established between the Home-School Consultant and that area.

1) School District

The identification and recruitment program is conducted in order to benefit migrant children and assist local educational agencies in identifying those children who are eligible for ESEA Title I, Migrant Education Programs.

Procedure:

– Phone ahead for an appointment, indicating that you are an employee of the Migrant Education Program in that area.

– Present to District Administrators an information packet to explain the Migrant Education Program in that area.

– Establish procedures of communications for submission of identification, recruitment, and enrollment of migrant children.

– Refer the District Administrators and staff to the Migrant Project, State Migrant Coordinator and MESC for more information regarding migrant education.

2) Migrant Education Program

The identification and recruitment program is also conducted to assist already existing Migrant Programs in identifying and determining eligibility of migrant children.

It is essential that Home-School Consultants are aware of all migrant education programs that exist in their area and to establish daily and weekly reporting procedures with these programs to compare data information. Certificate of Student Eligibility Forms are sent to the Area Director's office and schools where students are enrolled.

3) MSRTS

The Home-School Consultant or Recruiter then submits the CSE forms to the school clerk who serves as a liaison between the school and the MSRTS Terminal Operator. The school clerk

then reviews the CSE for completeness and relays this information to the Terminal Operator.

The Terminal Operator processes the information via teletype to the Data Base (computer) in Little Rock, Arkansas where permanent records and kept on each student.

Student records are printed at the Data Base. (Note: Records consist of both a transfer and medical record.) After printing, they are mailed directly to the person responsible for disseminating the records at the school, IED or LEA.

B. Approach to the Migrant Family

1) Family Interview.

Once a family has been identified as being potentially migrant, the Home-School Consultant conducts an interview with the head of the household to determine the eligibility of that family.

Explain to the head of the household the purpose of the identification and recruitment program, that is, to identify children of farmworkers between 5-17 years of age who qualify for possible enrollment in educational programs due to the family's mobility for agricultural purposes.

Key questions to determine family eligibility:

– Length of residency in current school district. (e.g. Has the family been in the school district over 6 years?)

– Specific dates of movement in order to secure agricultural employment. (e.g. When did the family last move to secure agricultural employment?)

– Type present/former agricultural employment. (e.g. Apple orchard, dairy farm, food processing, plant, fish farm, tree planting, etc.)

2) Once eligibility has been determined, Certificates of Student Eligibility Forms must be completed for all of the children in the family, 5-17 years of age for each school they attend.

Stress to each family that the information is confidential and submitted only to educational agencies.

Cooperation with our identification and recruitment program is voluntary. In no instance should a family feel compelled to give information.

3) After the interview, the Home-School Consultant should give the information (brochure) pertaining to services available in the area to the migrant family.

Key information or benefits to migrant parents:

– Educational Programs: Bilingual, Preschool and Readiness Programs, Elementary and Secondary Reading Programs, Elementary and Secondary Mathematics Programs, Secondary Counseling Programs, Tutoring Programs, and English as a Second Language Programs

– Health Programs

– Support Services

– MSRTS

EXAMPLE OF ENROLLMENT REPORTING

1) Take eligibility form (completely filled out and signed) to director if you are unsure of eligibility. Decide yes or no on eligibility.

2) If you are sure of eligibility, take eligibility form plus other pertinent forms (such as lunch form, birth certificate information, health information, Goldenrod, immunization form and etc. to the school the children will be enrolled in.

   *Give the school secretary the forms which are pertinent to them and needed for their records.

   *Give contact person (secretary or Title I-M aide) for the Migrant Student Record Transfer System the top copy of the eligibility form (CSE) plus the health information and immunization information.

3) Give a second copy of the eligibility form (CSE) to the Country Migrant Program Office.

4) Keep the final copy in a family folder for your records.

NAME OF SCHOOL

ENROLLMENT PROCEDURE FORM

Child's Last Name, First Name, Middle Initial	SEX	Birthdate	VERIF / GRADE	Birthplace (City, County, State)	Home Base - City and State	Status: 1 2 3	Parent's Names or Guardians P=Parent's G=Guardians *(please indicate)*	Current Address (City & Zip Code)	Date of Enrollment

If you have any questions, please call for:
___Senaida Perez

___Maureen Williams

Mail forms to: Migrant Education Service Center
3000 Market St. NE, Suite No. 316
Salem, Oregon 97301
Phone: 378-6853

Examples Submitted by Home-School Consultants for Identification, Recruitment & Enrollment

I. How To Locate Migrant Children.

A. Study previous student enrollment records.

B. School - meet with the principal, school secretary, teachers, and aides to obtain lists. Find people in the schools who may be able to introduce you to the homes.

C. Follow-up with home or labor camp visits. Make contact with growers first if this applies. Be courteous and respect a persons' work time or personal schedule.

D. Make meaningful agency or social group visits. Contact the welfare office, Children's Services Division, Vocational Rehabilitation Division, Oregon State Employment Services, farm associations, health agencies, churches, day care centers, Oregon Rural Opportunity, Migrant Indian Coalition, food processing plants, post offices, information referral services, county extension services. Persons to contact might be crew leaders, growers, other families.

E. Suggested procedure for contact.

1. Personal visits or contacts

2. Telephone Contacts

3. News Media

4. Interagency Meetings

a. Centro
b. ORO
c. Employment Office
d. Referral Center
e. Public Welfare Division

A "chain of command" must be observed to establish rapport with school and community.

II. Interviewing Migrant Parents:

A. Know the program and what it has to offer the families you will be registering.

B. Be confident with yourself and how you present what you have to say. Show interest.

C. Introduce yourself and start a casual conversation on why you have come to visit them.

Example "Buenos dias. Me llamo_____y trabajo con un programa que se llama Educacion-Migrante en las escuelas en este condado. Si esta bien con ustedes, les explicc del programa. O tambien de los servicios en este condado."

D. Once you are invited in, sit down and take your time. Don't try to rush. You will feel more at ease and so will the family and the interview will go smoothly.

E. Should the family say no, tell them you are sorry you dropped over unexpectedly and perhaps they would like you to come back another day. Also ask them for a convenient time for them and keep your appointment. Thank them for their time.

F. Show them the forms and explain the purposes for them and why they are important to the family and the program. It is helpful to explain sections 1-10 on the eligibility form and why they must be completed.

G. Ask questions similar to these:

1. How long have you lived here? (When did you last move?)
2. What was your last address? (Sometimes it is hard to remember house numbers so ask for the city and state.)
3. What type of work did you do in _____?
4. Are you employed now? (If not, refer them to the agencies that can assist them.)

H. Thank them for their time and ask if you may visit them again.

I. Ask them if they have any questions and if they fully understood the program.

J. Leave your name and phone number and tell them to feel free to contact you.

Always follow through with promises, health appointments, etc., and be on time. Carry forms with you at all times.

III. Documentation of Information:

1. Birth certificate, baptismal certificate or "MICA".

   a. Required for kindergarten or first graders.
   b. Good to have for "true" birthdate of all kids (MSRTS).
   c. If certificate is not available it must be acquired. Home-school consultant may help with letters of request for information.

2. Immunization Record

   a. Required for all students. (Contact local health officials)
   b. Must include date and type of immunization.
   c. Translate information regarding shots if needed.
   d. Refer parents or accompany to medical agencies if immunizations are needed.
   e. Parental permission is required for immunization.
   f. Record complete information on MSRTS and school forms.

3. School Registration Cards

   a. Complete school forms as required, especially contact data or medical problems.
   b. Alert school regarding special medical problems (allergies, heart problems, epilepsy, medic-alert).

4. Certificate of Student Eligibility (explain program and reason for forms)

   a. Don't forget inter- or intra-state definition and formerly migrant status.
   b. All students are eligible between 5 and 17 years.
   c. Don't forget date of last move.
   d. Parents and recruiters signature are both required.
   e. Complete address.
   f. Explain home base city clearly.
   g. Note phone and cabin number on form if applicable and other important information.

5. Free Lunch Form

   a. List members of family.
   b. Explain salary range requirements.
   c. Parent/guardian signature required.

6. Medical History

   a. Refer to example (pages 17-18)

7. Insurance Forms

   a. Explain both Title I-M program, local or district school insurance (if applicable)
   b. Explain to parents how to file claims.

MEDICAL
EXAMPLE SHEET

Haga el favor de escribir la información siguiente

Fecha de hoy

Fecha de Nacimiento

Nombre de estudiante _____ Grado _____ Edad _____

Domicilio _____ Teléfono _____

Nombre De Padres o Guardian _____

Doctor _____ Domicilio _____ Teléfono _____

POR FAVOR CONTESTE LAS PREGUNTAS SIGUIENTE	SI	NO
(1) ¿ Está su niño en buena salud?	____	____
(2) ¿ Está su niño bajo tratamiento de un doctor?	____	____
(3) ¿ Sangrienta mucho su niño?	____	____
(4) ¿ Está o ha estado tomando algúna Medicina de cualquiera clase? Si este es el caso, por favor esplique _____	____	____
(5) ¿ Ha tenido su niño problemas con el corazón, diabetes, fiebre reumática, tuberculosis, asma, epilepsia, enfermedad venérea, hepático, enfermedad de los riñoes y del hígado?	____	____
(6) ¿ Le ha advertido algún doctor ó dentista en tomar alguña medicina? Si este es el caso, por favor indique _____	____	____
(7) ¿ Ha experimentado su niño algún mal afecto cuando se le ha dado novacain, penicilina ó otra clase de droga ó medicina?	____	____
(8) ¿ Es alérgico? Si es alérgico, por favor explique _____	____	____
(9) ¿ Tiene dolores en el pecho? _____	____	____
(10) ¿ Tiene problemas en resollar?	____	____
(11) ¿ Ha tenido reacciones malas cuando le han hecho algún tratamiento de los dientes?	____	____
(12) ¿ Tiene su niño el habito de mordese las uñas, chuparse el dedo gordo de la mano, etc?	____	____
(13) ¿ Tiene su niño todas sus inmunizaciones que necesita?	____	____

MEDICAL

EXAMPLE SHEET

Complete the following information

Month Day Year

Date of Birth

Students Name _____ Grade _____ Age _____

Address _____ Telephone _____

Parents or Guardian Name _____

Doctor Address Telephone

	PLEASE ANSWER THE FOLLOWING QUESTIONS	YES	NO
(1)	Is your child in good health?	____	____
(2)	Is your child under a doctor's care?	____	____
(3)	Does your child bleed a lot?	____	____
(4)	Is your child under medication or has been under medication? If so, please give explanation. _____	____	____
(5)	Does your child have any heart problems, diabetes, rheumatic fever, tuberculosis, asthma, epilepsy, venereal disease, hepatic, kidney and liver problems?	____	____
(6)	Has your doctor or dentist given you advice concerning certain medicine for your child? If so, please give explanation. _____	____	____
(7)	Has your child experienced any affect when taking novocain, penicillin or other kind of drug or medicine.	____	____
(8)	Is your child allergic? If so, please give explanation. _____	____	____
(9)	Does your child have chest pains?	____	____
(10)	Does your child have breathing problems?	____	____
(11)	Has your child had any reactions when given dental treatments?	____	____
(12)	Does your child have the habit of biting his/her fingernails, sucking his/her thumb?	____	____
(13)	Does your child have all his/her immunizations?	____	____

IV. Example Sheet of Resources Available to Parents

COMMUNITY RESOURCES

Aged-		
Centro Cultural	110 N. Adair, Cornelius	648-4815
Council on Aging	150 N. 1st, Hillsboro	640-3489
Assistance, Financial		
Public Welfare,	560 S. 3rd, Hillsboro	648-0711
Clothing, - FISH	494 Main, Hillsboro	640-4116
ORO	137 S.E. 3rd, Hillsboro	640-2624
Valley Volunteers	350 S.E. Walnut, Hillsboro	648-4073
Counseling		
Alcohol and Drug,	110 N. Adair, Cornelius	357-7838
Children's Services,	326 N.E. Lincoln, Hillsboro	648-8951
Mental Health,	451 S. 1st, Hillsboro	648-8775
Day Care, Coordinated Child Care	326 N.E. Lincoln, Hillsboro	648-8951
Employment, CETA Adult	150 S.E. 3rd, Hillsboro	648-1781
CETA Youth	655 S.E. Baseline, Hillsboro	648-0623
Employment Services,	229 S. 1st Hillsboro	648-8911
WIN Work-Training		
Food Stamps	560 S.3rd, Hillsboro	648-0711
Housing, Housing Authority	245 S.E. 2nd, Hillsboro	648-8511
ORO	137 S.E. 3rd, Hillsboro	640-2624
Imigration, **US Courthouse**	Portland,	221-2271
Legal Services,	204 E. Main, Hillsboro	648-7163
Medical, Public Health,	150 N.E. 1st, Hillsboro	648-8881
Virginia Garcia Clinic,	110 N. Adair, Cornelius	357-7515
Mexican Consulate	545 N.E. 47th, Portland	233-5662
Rehabilitation	232 N.E. Lincoln, Portland	648-7114
Social Service Agencies		
Centro Cultural,	110 N. Adair, Cornelius	648-4815
Community Action,	546 SE. Baseline, Hillsboro	648-6646
County Extension Office	27280 S.W. TV Hwy	648-8771
Children's Services,	326 N.E. Lincoln, Hillsboro	648-8951
Dammasch Hospital,	Wilsonville	638-4161
Transportation,		
Volunteer Services	560 S. 3rd, Hillsboro	648-0771
Veterans Officer	150 N. 1st, Hillsboro	648-8691
WIC - Women/Infant/Children	150 N. 1st, Hillsboro	648-8881

EDUCATIONAL SERVICES

Portland Community College	1625 Elm, Forest Grove	357-6111
Centro Cultural	110 N. Adair, Cornelius	648-4815
ORO Adult Education	137 S.E. 3rd, Hillsboro	648-8511
Title IM Education	14150 N.E. Science Park Dr.	648-7191
Washington County IED	14150 N.E. Science Park Dr.	648-7191
Headstart		
Migrant Education Service Center	3000 Market St. N.E. No. 316, Salem	378-6853
State Dept. of Education Title I-M	942 Lancaster Drive N.E. Salem	378-3061

*Projects carry accident insurance for all Title I-M students.

Washington County Schools office provides information on bi-lingual/bi-cultural education, reading, educational readiness, mathematics, and tutorial services. (Telephone: 648-7191)

THIS LIST PERTAINS TO WASHINGTON COUNTY. EACH AREA SHOULD C OMPILE ITS OWN LIST.

REFERENCES

Management Manual for Oregon Migrant Education Program Managers (January 1976)

Migrant Education Programs Under ESEA Title I (English and Spanish)

Parent Councils for Migrant Education Under ESEA Title I Migrant Amendment (English and Spanish)

USOE Migrant Administrators' Management Guide for Oregon (which includes management activities) - May 1976

Title I Migrant Education Policy Function I-XI (check function I-V and VII)

***Note:** The Migrant Education Service Center has numerous informational publications available.

TITLE I MIGRANT EDUCATION

OREGON POLICY

FUNCTION V – UTILIZATION OF MSRTS

WITHIN 48 HOURS AFTER DATA HAS BEEN OBTAINED FOR A NEWLY RECRUITED STUDENT, THAT INFORMATION WILL BE TRANSMITTED TO THE TELETYPE OPERATORS BY PHONE OR MAIL. WITHIN 48 HOURS AFTER A STUDENT HAS BEEN OFFICIALLY WITHDRAWN FROM SCHOOL, THE REQUIRED INFORMATION WILL BE FORWARDED TO THE TELETYPE OPERATOR BY PHONE OR MAIL. WITHIN TWO WEEKS AFTER THE T.O. RECEIVES RECRUITMENT OR WITHDRAWAL INFORMATION FROM AN L.E.A., THAT INFORMATION WILL BE ENTERED INTO THE NATIONAL COMPUTER SYSTEM.

ALL MIGRANT STUDENTS WHO ARE ATTENDING A SUMMER TERM OR A REGULAR TERM PROGRAM WILL BE WITHDRAWN WHEN THAT PROGRAM IS TERMINATED.

ANY EDUCATIONAL TEST DATA, HEALTH DATA OR ANY OTHER DATA, (EXCEPT SPECIAL PROGRAM DATA) WILL BE TRANSMITTED TO THE TERMINAL OPERATOR WITHIN 30 DAYS AFTER IT HAS BEEN RECORDED IN THE STUDENTS PERSONNEL RECORD.

PURPOSES OF THE MSRTS

The purposes of the Migrant Student Record Transfer System are as follows:

1. To provide one agent for rapid transmittal, storage and dissemination of pertinent health and academic student data, thus enhancing rapid programming, placement and care for migrant students.

2. To provide statistical information to the U.S. Office of Education for funding of Title I-M programs within a state.

3. To alert school personnel as to chronic and urgent health conditions and special educational programs of a migrant student.

4. To establish continuity of interstate and intrastate educational programs and encourage interstate co-operation in the education of the migrant child.

5. To provide a picture of school attendance patterns.

6. To insure student privacy in compliance with the Rights of Privacy Act.

7. To sensitize school personnel as well as the community to the needs and problems of the migrant child.

MSRTS FUNCTION

A Guideline for the Home School Consultant

1. **IDENTIFICATION**

   Determination of student eligibility

2. **RECRUITMENT**

   Process used in identification in the community and satisfaction of legal requirements in obtaining parent signature on a CSE.

3. **ENROLLMENT**

   Process whereby information on a migrant child is transferred from a CSE to the Terminal Operator to the Data Base in Little Rock, Arkansas.

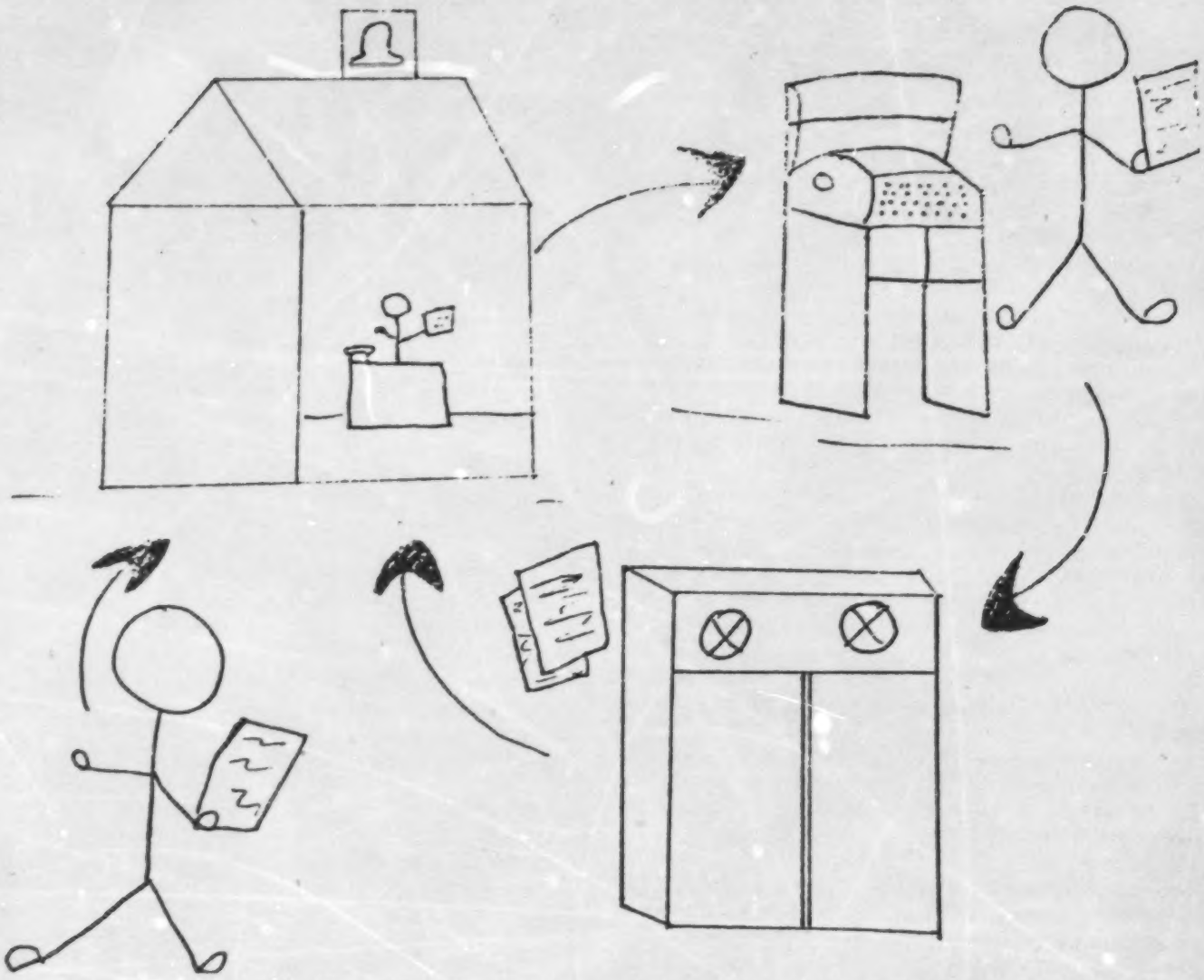
4. **UPDATING**

   Posting on the transfer form and submitting to the Terminal Operator all pre-test and health data and special interests as they occur with the exception of special programs.

5. **WITHDRAWAL**

   Notification given to the Terminal Operator of the date a student has left a given school, giving the number of days the child was enrolled and present, and adding all update such as post-testing, special programs, special interests, and health information. Students withdrawing during the school year should be submitted to the Terminal Operator at the time of withdrawal. (All students remaining until the end of the regular school year must be withdrawn at that time, and re-enrolled in the summer programs should they attend.)

MSRTS CYCLE OVERVIEW



Recruiters are assigned in the participating schools to identify and recruit students who are eligible for Title I-M programs. The recruiter must obtain a Certificate of Student Eligibility (CSE) signed by the child's parent or guardian. This form authorizes the school to transfer the student's records and for the student to receive supportive services.

The recruiter then submits the white copy of the CSE to the school clerk who serves as a liaison between the school and the Terminal Operator. The school clerk then reviews the CSE forms for completeness and relays this information to the Terminal Operator using the Enrollment Procedure Form (EPF) or via telephone, keeping a copy of the EPF or a record of those students submitted for reference. The second copy of the CSE should be forward to the migrant project office, while the third can be kept by the Home School Consultant in a reference file.

The Terminal Operator processes the information via teletype to the Data Base (computer) in Little Rock, Arkansas where permanent records are kept on each student. At the Data Base records are printed. (Note: Records consist of both a transfer record (3 copies) and a medical record (2 copies).) After printing they are mailed directly to the person responsible for the dissemination of these records at the school, IED or LEA.

It is the responsibility of the school clerk to distribute copies of the records to teachers and to maintain a current central file. Only the most recent copies should be kept.

MIGRANT STUDENT RECORD TRANSFER SYSTEM

The Migrant Student Record Transfer System is a nationwide information system designed to facilitate the collection and distribution of school records for children of migrant farm labor and seasonal fisher families. The system enables schools to obtain school-related information on migrant children as they travel from school to school and state to state. The aim of the system is to make background information on migrant children available to local education agencies within 24 hours after receipt of a request for information. Programs can then be planned for the child and past efforts not be duplicated. The National Migrant Data Bank is located in Little Rock, Arkansas. Schools in Oregon enrolling migrant children are connected to the Data Bank Computer by a telephone and teletype communication system.

The child's file in the data bank should be updated by the school to include information on his or her academic and health experiences as they occur. Timeliness must be stressed here since it may be that the child will enroll in another school quite rapidly. In order for each successive school to do the most efficient job of servicing the student's needs, they must have a full record from MSRTS including information from a school the child may have left only weeks or days ago.

There are three terminals located in Oregon. One is located in Ontario for Malheur County and two in Salem for the remainder of the state. The participating schools are called by the Terminal Operators on a weekly basis. At that time, schools report enrollments, withdrawals and update information. The information obtained from the schools is then transmitted on a daily basis by teletype to the computer and current records are then sent to the schools directly from Little Rock, Arkansas.

Approximately 5,292 students were served by the MSRTS for regular school year 1976-1977 and 1,620 students for the summer school programs in the same year.

In past years, migrant streams have experienced various shifts in direction. However, the majority of migrant families that pass through Oregon each year seem to come from Arizona, California and Texas on their way to and from Washington. The two major goups represented in the migrant population are Anglo (15%) and Mexican-American (85%).

The successful use of the MSRTS depends greatly on the attitude of school personnel toward the system. Schools which make the maximum use of the MSRTS data are those which are concerned with a rapid flow of information. They use the telephone lines available to call Terminal Operators and see that the Transfer Form is distributed to teachers, nurses and other interested school personnel in a rapid manner as soon as the forms are received.

School visitations have been made each time a new person takes over the responsibility of the Migrant Student Record Transfer Forms at a particular school. This person must also be well aware of regulations such as the one governing privacy which states that individual student records may be sent only to **authorized educational** agencies within the states. School visitations are arranged through the Area Directors and the Principal at each particular school.

Implementation

For persons working with the MSRTS forms, inservices and workshops are provided to better enhance their knowledge of the system. Emphasis is placed on familiarizing them with the transfer and medical records, the importance of the records, and how to utilize these forms as tools with which to work from within the classroom.

TITLE I MIGRANT EDUCATION

OREGON POLICY

FUNCTION VII - PARENT INVOLVEMENT

PROGRAM PLANNING, DEVELOPMENT AND IMPLEMENTATION, WHETHER AT THE STATE, AREA, OR LOCAL LEVEL, WILL INVOLVE PARENTS OF THE STUDENTS WHO WILL BE SERVED BY THE PROGRAM. PROJECT DIRECTORS WILL BE RESPONSIBLE FOR PROVIDING THE OPPORTUNITY AND RESOURCES FOR THE PARENTS TO ORGANIZE AND RECEIVE THE TRAINING NECESSARY TO FUNCTION AS A KNOWLEDGEABLE AND EFFECTIVE UNIT.

FUNCTION AND PURPOSE OF PARENTAL AND SCHOOL INVOLVEMENT

Parental and School Involvement is not a new term in our system of education. But in general, there is little indication schools are getting involved in the development, planning, and promotion of effective parent/school/community groups, that would serve the needs of all members of the school community. An exception is made to the traditional P.T.A.'s (Parent Teacher Associations) which have traditionally accepted the responsibility of functioning as a communication link between the schools and the community. This type of organization has been effective in some respect, but somehow a great segment of the school community has been prevented from full participation. As a result only a small number of children derived direct educational benefits. Many factors are involved in this kind of educational exclusion, but for the purpose of this paper it suffices to say that a great deal more has got to be done before we can begin to develop effective parent/school/community groups in order to provide our children with the educational benefits to which they are entitled.

Therefore, the formation of our effective parent/school/community groups should entail useful strategies in order to develop a more consistent non-biased participation of school community members.

Some functions parent/school/community groups should be involved in are:

1. The decline in numbers of truancy cases.
2. Improvement of reading scores.
3. Improvement of student participation and enthusiasm toward school.
4. Development of positive opinions of school faculty/staff.
5. Greater participation of ethnically different parents in civic meetings, school vote election, teacher conferences and social and cultural school events.

ROLE OF THE STATE ADVISORY COMMITTEE

The primary role of the Advisory Committee on Migrant Education is to advise the State Department of Education staff members on matters of concern in planning, developing, administering and evaluating migrant education programs; and to make recommendations to the State Board of Education with respect to the content of the State Plan, project proposal funding and other matters of concern to the committee.

More specifically, the Advisory Committee's role is to:

1) Assist State Department of Education staff in developing the annual State Plan for Migrant Education, which plan is submitted to the State Board of Education for approval, and then forwarded to the U.S. Office of Education for approval and funding.

2) Assist the State Department of Education staff members in identifying needs and in developing policy for the planning and management of migrant education proposals.

3) Review, modify, approve and recommend for funding the migrant education project proposals submitted by the area and district project directors.

4) Visit and monitor migrant education programs.

5) Assist the areas, districts, and State Department of Education staff members in involving individual parents and parent groups in the schools' educational and related activities.

6) Act as a sounding board for the migrant parents in the area represented and to serve as their advocate in developing policies and plans at the state level.

ADVISORY COMMITTEE ON MIGRANT EDUCATION
MEMBERSHIP
APPOINTMENT SCHEDULE

July 1, 1975, to June 30, 1978

Louis Gasca
931 NW 11th Street
Ontario, Oregon 97914
Phone: 889-6493

Manuel Gonzales
205 7th Avenue
Dayton, Oregon 97114
Phone: 864-3606

Refugio Castillo
2630 Market Street NE
Salem, Oregon 97301

July 1, 1976, to June 30, 1979

David Alvarado
647 SW 11th Street
Ontario, Oregon 97914
Home Phone: 889-8988
Office: 889-5394

Irma Gonzalez
2805 NE 15th Street
Portland, Oregon 97202
Phone: 221-3325

Reynaldo Cantu
190 Oak Street
Independence, Oregon 97351
Phone: 838-0473

July 1, 1977, to June 30, 1980

Heraldo Salazar
241 Wilson Way
Eagle Point, Oregon 97524
Phone: 826-4485

Juanita Vidalez
8245 Magnolia Street
Cornelius, Oregon 97113
Phone: 357-7847

Maria Badillo
1017 Evans Street
Milton-Freewater, Oregon 97862
Phone: 938-5278

Adelaida Guerra
688 Young Street
Woodburn, Oregon 97071

ROLE OF THE LOCAL ADVISORY PARENTS COMMITTEE

The primary role of the Local Advisory Committee on Migrant Education is to advise Migrant Education Projects and local education agencies on matters concerning the planning, development and evaluation of Title I-M programs. Also to make recommendations to project school personnel as to the services required to meet the academic and health needs of migrant children.

Other specific functions of the P.A.C. are:

1. Review, recommend, and approve program applications; also to evaluate efforts of past and present program functions.
2. Make recommendation for services to meet the needs of eligible migrant students.
3. Make recommendations in all aspects of ancilliary, education and health programs.
4. Promote parental participation in school activities.
5. Interview personnel considered for employment in project programs.
6. Assist districts in the identification and recruitment of eligible students.
7. Identify community resources for better program implementation.
8. Assist in program evaluation.
9. Assist in developing better school/community relations.
10. Provide a forum for parents who are not council members to express their suggestions for program planning and development and to hear parents' concern regarding programs.

PARENTAL INVOLVEMENT PRACTICAL STEPS

1) Know your program.

2) Know your community and target parents.

3) Know political structure of school district.

4) Establish contacts, with community leaders, minority leaders, supportive agencies, etc.

5) Establish pre-planning committee drawn from members of above groups. Limit to 2 or 3 members.

6) Work with the pre-planning committee for at least 1 or 2 meetings to develop a plan of action by September 30th.

7) Form Parent Advisory Committee by October 30th.

8) Invite parents to a meeting and inform them of your plan of action.

9) Provide on-going training to the Parent Advisory Committee.

10) Determine the concerns of the parents and develop schedule to meet their needs.

SUGGESTED PARENTAL INVOLVEMENT ACTIVITIES

1) Attend parent-teacher conferences.

2) Classroom participation by parents.

3) Visit School Board Meetings.

4) Attend meetings of school parent organizations.

5) Invite school administrators and teachers to speak to parents at Parent Advisory Committee meetings.

6) Present cultural events for the community.

7) Organize a Title I-M Parent Conference.

8) Other ideas?

"Los niños son
nuestra única
esperanza . . . son
como semillitas que
nosotros hemos
sembrado en sus
escuelas . . . ojalá
se conviertan en
fruto, estas cosechas
de esperanza . . ."

"Our migrant
children . . . they
are our only hope
. . . like seeding,
they have been
sown in your schools
. . . it is our wish
they blossom into
harvests of hope
. . ."